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ABSTRACT

Because an excellent education depends on a balanced program of academics and activities, the Idaho Commission on Excellence recommends changes in 17 areas, including proficiency tests for all sixth and eighth graders and core course requirements for high school graduation. Administrators should complete 6 hours of graduate work every 5 years, and state board entrance requirements for four-year colleges should replace present open admission policies. All districts should maintain special education programs for both gifted and handicapped, as well as expand vocational offerings. Additionally, state curriculum guides should be used for developing local guides ensuring comprehensive and uniform education for all students. A series of appendixes cover research findings, academic competencies, revised graduation requirements, and an after-graduation flow chart and national survey. (KS)

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ED245361

A REPORT TO THE IDAHO STATE BOARD OF EDUCATION

FROM THE

COMMISSION ON EXCELLENCE IN EDUCATION

August, 1982

EA 016 905

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OPENING STATEMENT

A quality education is the right of every Idaho student. The responsibility for providing an excellent education rests with the State of Idaho. Seeking a comprehensive education, with parental support and guidance, is the responsibility of every Idaho youth.

The Commission on Excellence in Education (hereafter called the Commission) is recommending to the Idaho State Board of Education a program and process that will promote excellence in education. This program is a total package of many recommendations which complement each other and must be considered as a whole. Implementation of such a program must be a cooperative effort of the State Department of Education, the State Board of Education, the Idaho Legislature, and the citizens of this state.

EXCELLENCE IN IDAHO EDUCATION

An excellent education is a comprehensive and challenging process which yields confident and competent performance from all students according to their potential. It requires dedicated effort from motivated students, inspired teaching from competent teachers, and full support from administrators, parents, communities and state government.

An excellent education is achieved through a balanced and monitored program of academics and activities. It is a totally planned series of related learning experiences which require coordination and cooperation at all levels: kindergarten through university study. The program of studies provides an educational experience sufficiently flexible to enable each student to set and meet career goals. An excellent education teaches a student to evaluate the past, cope with the present, anticipate the future, and move toward becoming a self-sufficient and productive citizen.

Excellence in education should be a constant objective because of its lifetime dividends to the individual and to society.

POSITION ON FUNDING

The Commission is advancing a blueprint for a program of excellence in Idaho education. It recognizes that some recommendations do not require funding, some recommendations call for a readjustment of current funds, some save money, and some will require additional funding.

If the citizens of Idaho believe in a new commitment for excellence in learning, they will seek the necessary finances for the new program.

The Commission is confident that the State of Idaho will fund a program that provides excellent educational opportunities for all Idaho youth.

EDUCATIONAL EFFECTIVENESS

Instruction

The Commission recommends that the state board, through its appropriate channels, take immediate action that will

1. establish rigorous standards for admission to teacher education,
2. identify and implement ways to attract and retain the most talented students in teacher education,
3. secure both state and private scholarships and establish other incentives for attracting and retaining talented teachers,
4. develop demanding standards for initial certification of teachers,
5. establish a recertification procedure every five years for all professional personnel, based upon successful evaluated experience and the completion of six semester hours in the assigned field(s),
6. maintain and monitor rigorous standards for college faculty in teacher preparation,
7. encourage college faculty in teacher preparation to spend time in the public schools to renew and update experiences at least once every seven years,
8. provide annual statewide in-service training programs for professional growth.

Counseling

The Commission recommends that the state board of education require that each senior high school engage the services of accredited school counselors trained to deliver services in personal, educational, and vocational counseling.

The Commission suggests that initial counselor certification be contingent upon successful evaluated teaching experience of at least five years duration and the possession of a degree in counseling or the completion of the state required course of studies for counselor certification.

The Commission recommends that recertification of counselors be granted only where evidence is advanced that

1. six graduate credits are earned every five years in classes associated with counseling,
2. four on-site college visitations are made every five years,
3. six weeks of summer employment in different career areas are completed every five years.

Administration

The Commission recommends that school administrators be granted initial certification when evidence is present to support five years of successful classroom experience as well as the completion of a formal program of studies in school administration which meets the state's standards.

The Commission recommends that school administrators complete a series of six hours of graduate work every five years. Course work should be selected from the following areas:

1. Supervision of instruction
2. Curriculum development and evaluation
3. Organization/conduct of school activities
4. Maintenance and development of school plants
5. Educational finance
6. Public relations and communications

The Commission further recommends that school principals be involved in four full-day, out-of-district school visitations every five years for the purpose of gaining insights/data on current educational practices, programs, and techniques.

The Commission recommends that principals structure their working day to spend one-third of the school day in classrooms.

The Commission recognizes that the quality of leadership provided by principals is an important key to quality schools. The principals must be the instructional leaders and must

1. have time, interest, and skills in planning and initiating programs which promote and enrich learning,

2. have high expectations of themselves, the teachers, and the students,

3. take major responsibility for creating a supportive school climate for students and teachers, for setting in motion conditions which will promote high morale.

The Commission recommends that educators incorporate the findings of research in their schools. (See Appendix A).

RECOGNITION OF TEACHING EXCELLENCE

The Commission believes that individual reward and/or recognition of merit encourages excellence in teaching as in every other human endeavor. The Commission encourages individual communities and school systems to find a means for recognizing and financially rewarding meritorious teaching.

HIGH SCHOOL GRADUATION REQUIREMENTS FOR ALL HIGH SCHOOL STUDENTS

CORE

The Commission recommends the acquisition of selected skills as being essential to the development of and survival of each student - regardless of career intentions. These skills, designated as the CORE of the required courses, consist of reading, mathematics, reasoning, and English with an emphasis on written and oral communication. Further, it is the Commission's intent that instructors of all disciplines at the elementary and secondary levels recognize and accept their individual responsibilities to teach in a manner which serves to develop these skills.

The CORE recommended by the Commission for all high school students is composed of the following:

1. Fourteen credits

- English (writing skills emphasis)	8 credits
- Mathematics (two credits of which may be computer/calculator science)	4 credits
- Reading (remedial or developmental)	1 credit
- Speech	1 credit
Total	14 credits

2. A composite grade point average (GPA) of C in the 14 credit CORE. Students must secure a passing grade in each CORE course.

The Commission recommends that the State Board of Education encourage school districts to establish multiple levels of course offerings as a means of satisfying the individual needs of students. Such offerings are not to be considered as "tracking" and should be structured to enable students to move in and out of courses as needs dictate.

The CORE is the foundation of the required program for graduation for all high school students, whether college, vocational or general education oriented. Writing skills are to be given emphasis for all four years. Teacher in-service training will be necessary to establish the goals for the four years of high school writing and literature.

Reading courses should be planned to accommodate the needs of students. The developmental reading course should give in-depth reading experiences and critical skills for use after graduation. The ACT national survey shows that most students wanted these advanced skills.

Every teacher, not just the English teacher, is expected to be a reading and writing teacher.

The Commission's CORE is re-enforced by a national study by the College Board. (See Appendix B).

To provide incentive for students to advance beyond minimum competency in CORE courses, the Commission recommends that the State Department of Education make available a STATE HONORS DIPLOMA for students who excel in the basic skills as measured by a score determined by the Idaho State Board of Education. The Commission suggests that the standard for the STATE HONORS DIPLOMA be the student's ranking within the top interval of the American College Test (ACT).

ADDITIONAL GRADUATION REQUIREMENTS FOR ALL HIGH SCHOOL STUDENTS

In addition to the CORE requirements, the following 14 credits are required:

- Science	4 credits	Two of the science credits shall be lab credits. Homemaking and agriculture are not to be substituted for the science requirements.
- Social Science U.S. 20th Century History and World Affairs American government, including state and local Economics	5 credits	The social science requirement shall consist of 1. two credits of U.S. 20th Century History and World Affairs, 2. two credits of American government (including state and local government), 3. one credit of economics (to complement the current consumer economics requirement).
- Health	1 credit	A course in health is to be required in grades 10-12. The health course in grades 7-9 is to be retained.
- Physical Education	2 credits	A course in development of physical fitness and lifetime activities is to be required in grades 10-12. The course in grades 7-9 is to be retained.
- Humanities	2 credits	Two credits may be from any of the following: fine arts (including performing classes), foreign languages, or humanities. Humanities is to be considered as an integrated program of studies which will incorporate the interrelationship of art, music, world religions, architecture, science, philosophy, and literature. The Commission recommends that the two-credit requirement affect graduates through 1988. Graduates of 1989 on shall be required to choose four credits in humanities.
Total	14 credits (16 credits after 1988)	

Required credits for graduation		28 (30 after 1988)
Elective credits for graduation		12
	Total	40*(42 after 1988)

(See Appendix C for current requirements.)

*Ninety-three of the 104 Idaho high schools required 40 or more credits for graduation in 1981.

SECONDARY AND POST-SECONDARY ARTICULATION

Public schools and colleges are encouraged to work more closely to improve quality in education. This may include

1. improved articulation of academic programs between secondary schools and colleges,

2. a more effective flow of information to help students make academic and career decisions,

3. college level work or college related experiences for high school students.

OPEN ADMISSION TO HIGHER EDUCATION

The Commission recommends that the existing open admission policies at four-year state institutions of higher education be replaced by entrance requirements to be established by the Idaho State Board of Education, effective with the current eighth grade.

The Commission recognizes that open admission over the years has attracted many students who might never have had the opportunity for a college education. However, the open admission policy has burdened our universities with many students unprepared to handle college level study. Consequently, the universities have assumed responsibility for expensive remedial work to the detriment of basic academic programs.

Although the Commission is not establishing specific criteria, it recommends that the following items be considered:

- High school grade point average (GPA)
- Scores on Scholastic Aptitude Tests (SAT) and/or American College Tests (ACT)
- Successful completion of college preparatory curriculum, for example:
  - English, 8 credits
  - Mathematics, 6 credits
  - Science, 6 credits
  - Social Studies, 6 credits
  - Humanities, 2 credits
  - Foreign language, 6 credits in a single language

Criteria for admission should be developed for students deserving special consideration, e.g., delayed entries, disadvantaged, returning veterans, etc.

Two-year colleges shall continue a policy of open admissions to provide an opportunity for continuation or for re-entry of students who do not meet four-year admission standards. (See Appendix D).

Finally, the Commission believes that establishing minimum entrance requirements will prompt parents and high school students to regard realistically the academic expectations of university life. Early notice of such requirements will help parents and public school officials to counsel students appropriately.

REMEDIAL COURSES

The Commission recommends that any remedial course offered at the four-year universities be provided outside the regularly prescribed curriculum. The total instructional cost of such courses must be paid by the individual needing remedial work. The individual must be responsible for clearing deficiencies in his/her high school education.

SPECIAL EDUCATION

The Commission recommends that each school district be required to maintain, at both elementary and secondary levels, functioning special education programs to satisfy the unique needs of students.

Handicapped

The Commission specifically endorses special education programs for mildly and profoundly handicapped students incorporating

1. individualized instruction where appropriate,

2. instructional programs for developing daily living skills, pre-vocational skills, and skills for transition into community living.

The Commission endorses cooperative work options with civic groups, businesses, and other agencies for providing post-school employment opportunities for handicapped young people.

Additionally, the Commission endorses physical and occupational therapy programs as required segments of a district's special education program.

Gifted and Talented

The Commission endorses permanent and integrated programs on both the elementary and secondary level for students identified as gifted or talented.

VOCATIONAL EDUCATION

The Commission recommends the following provisions for vocational education programs:

1. Each senior high school should provide vocational guidance and program placement for students wishing to enter a vocational program.

2. Schools should provide pre-vocational programs to test student interests and aptitudes prior to selecting a vocational program.

3. School schedules should provide sufficient instructional time for maximum skill development.

4. Vocational training should provide students with the tools and equipment utilized in the vocation.

5. Schools should provide students with on-the-job experiences and training, forming a partnership with business and industry.

The Commission recognizes the critical need for expanded vocational education offerings in schools throughout Idaho. Young people who have the commitment or aptitude to enter selected vocational fields should have suitable opportunities to develop basic or entry-level skills. The significant segment of Idaho high school graduates who enter the job market mandates that vocational education programs exist at all levels of education.

Because of size, schools may need to limit the number of vocational programs a district offers. A strong pre-vocational program may reflect a district's best effort. School districts are encouraged to explore cooperative ventures with neighboring districts.

The Commission strongly endorses

1. career awareness in Idaho elementary schools,

2. availability of career education materials in all junior high schools,

3. specialized senior high school training in saleable and useable skills appropriate to the community.

STATE CURRICULUM GUIDES

The Commission recommends that all Idaho public school districts utilize the state curriculum guides as a basic resource for developing local guides at both the elementary and secondary levels. It is the responsibility of the local board, administrators, and building supervisors to insure use of the state guides.

Curriculum guides must undergo continual revision to reflect current educational goals. The statewide development and district use of well prepared, current curriculum guides will insure that all students in Idaho public schools receive a comprehensive and uniform education.

The Commission recommends that the state board establish curriculum committees during the next three years to prepare concise and specific guides for the following content areas:

- Writing skills
- Reading skills for the high school
- Physical education for all students
- Health education
- Fine arts/humanities
- U.S. 20th Century History and World Affairs
- Economics to complement consumer economics
- Mathematics for all levels of need
- Science and modern technology
- American government

The state board should begin this work immediately and provide funds for worthwhile teacher and administrator in-service training preceding the effective date of the new graduation requirements.

ELEMENTARY/SECONDARY INTEGRATIONS

The Commission recommends that the Idaho State Department of Education through its curriculum program encourage integration of the following:

1. Economic education, grades K-12,

2. Career education, grades K-12,

3. Comprehensive health education, grades K-12,

4. Writing skills, grades K-12.

PROFICIENCY TESTING

The Commission recommends that the state board establish a testing program for all students as follows:

1. A proficiency test for all sixth graders. The selection of the test should be made by the state board. Students with deficiencies in basic subject areas are to be provided remedial courses in their seventh grade program.

2. A proficiency test for all eighth graders. The present voluntary state proficiency test which is now given in the ninth grade is to be given in the eighth grade. This change allows for remedial courses in the ninth grade.

3. A standardized test for eleventh or twelfth graders. The Commission recommends the use of the ACT test to determine the achievement of high school students.

The above testing program challenges students to achieve excellence in their educational program.

TECHNOLOGY IN EDUCATION

The rapid advances in technology, especially as related to small computers, provides education with a powerful tool in greatly improving the learning process and the productivity of teachers.

Technology will affect not only the science and business programs, but virtually every educational program.

The Commission recommends that school administrators and teachers keep abreast of technological advances by working closely with business and industry and by utilizing technology to insure excellence in education.

EDUCATIONAL EQUITY

The Commission recommends that educational equity be sought in Idaho schools. Forms of bias in curriculum materials, patterns of bias in the classroom and unequal teacher responses to students are examples of bias that should be addressed. Excellence in education can be achieved only when individuals are encouraged to become all they are capable of being, regardless of sex, race or handicap.

SCHOOL DAY

The Commission recommends that all students be required to maintain a minimum schedule of six periods a day, grades 9 through 12. School districts will define what constitutes a full schedule, taking into consideration such programs as dual credit for college courses, release time, and cooperative work experience.

ATTENDANCE

The Commission recommends that no student be eligible for credit in individual classes unless the student is present 90% of the occasions those classes are in session. Regular attendance fosters a climate conducive to learning, perpetuates effective teaching, protects the integrity of the scholastic day, and insures quality education.

All absences from classes for reasons of illness, school activities, family convenience, or other reasons count toward the percentage of attendance and consequent eligibility for credit. School activities, even though legitimate extensions of a class in which a student is enrolled, will count as an absence on that student's formal attendance record. For example, a student taking an all-day trip for biology is considered absent from other classes missed that day.

Individual school districts will retain the privilege of granting credit when medical documentation supports the need for absences in excess of 10%.

SCHOOL ACTIVITIES

The Commission recommends that school districts strongly discourage extra- and co-curricular activities during school hours. Any activities necessitating night travel outside the immediate area of a school are to be limited to nights not followed by a school day.

A program of extra- and co-curricular activities to complement the regular scholastic day is recognized as an integral component to foster the development of the total person.

COACHES AND ACTIVITY ADVISORS
(Co-curricular Personnel)

The Commission recommends the retention of qualified and well trained leadership at all levels of Idaho education, including the school activity programs. School boards, superintendents, principals, and teachers share responsibility in creating, maintaining, and staffing school activity programs.

The Commission recommends that personnel who must teach and coach hold proper certification and be accountable for the teaching and in-service responsibilities of the regular faculty.

CONCLUDING CHALLENGE

This report is respectfully submitted to the Idaho State Board of Education by the Commission on Excellence in Education with this thought:

MINDPOWER IS THE STATE'S GREATEST RENEWABLE RESOURCE. THEREFORE, THE COMMISSION ON EXCELLENCE IN EDUCATION INVITES ALL IDAHOANS TO JOIN IN RAISING THE QUALITY OF PUBLIC EDUCATION AS ADDRESSED IN THIS REPORT. THE COMMISSION SUBMITS THESE RECOMMENDATIONS AS A CHALLENGE TO INSPIRE THE BOLD.

Robert Bakes - Chief Justice, Idaho Supreme Court, Boise
Tom Bell - Dean, College of Education, University of Idaho, Moscow
Dale Blickenstaff - Executive Vice President, Idaho First National Bank, Boise
Miriam Breckenridge - Parent and Civic Worker, Twin Falls
Kay Chapman - Secondary Teacher, Nampa
Jack Craven - Principal, Boise Senior High School, Boise
Elaine Crawford - Vocational Education Teacher, Idaho Falls
Robert M. Donohue - Superintendent, Mullan School District, Mullan
Richard L. Larsen - Student, Idaho State University, Pocatello
Chuck Randolph - Secondary Teacher, Caldwell
Sheila Richards - Parent and Civic Worker, Coeur d'Alene
James E. Shelledy - Editor and Publisher, Idahonian, Moscow
Donna Shepard - Trustee, Boise School District, Boise
Bill Smallwood - Author, Science Textbooks, Sun Valley
Raymond A. Smelek - Division Manager, Hewlett Packard, Boise
Anne Voillequé - Parent and Civic Worker, Idaho Falls
Mary Ellen Walsh - Professor, Idaho State University, Pocatello
Gary W. West - Morrison-Knudsen Executive, Trustee, Meridian School District, Meridian

Chairman - Dr. Gerald Wallace

APPENDIX A

(Based upon interpretations of research by Ronald Edmonds, Peter Mortimore, Barak Rosenshine, and others. From Association for Supervision and Curriculum Development video tape, 1981)

1. Research Findings: The Effective Teacher

- is well organized and thus prevents problems from occurring.
- gives students more time on academic tasks because classroom routines do not require as much time.
- tends to teach the class as a whole or in large groups, giving less independent seat work.
- emphasizes academic achievement and expects that all students will achieve.
- selects and directs classroom activities.
- makes sure that students master one unit before moving on to the next.
- involves students in learning activities whenever possible.
- assigns task for which students have a high likelihood of succeeding.
- has a good grasp of the subject matter.
- has excellent presentation skills (can explain well, demonstrate, and lead a good discussion).
- monitors student progress by asking questions and circulating around the room.
- gives adequate feedback so students know what they have learned and what still needs to be learned.
- finds ways to get students to cooperate with one another and take responsibility for their work.
- directs questions to specific students rather than to those who volunteer.
- uses guides and probing questions when students don't know answers.
- encourages positive behavior and controls negative behavior.
- does not grade papers during the class period.
- does not socialize or allow students to socialize in class.
- does not permit interruptions of class activities or negative behavior.

2. Research Findings: The Effective School

- has strong leadership, especially in reading and math instruction.
- provides a pleasant and orderly atmosphere; the classroom climate is business-like with teacher-directed student activities.
- expects all students to learn.
- makes learning the chief priority; all staff members understand this emphasis.
- monitors student progress carefully, reports test results, and uses them to improve teaching and learning.
- gives students adequate time on task and opportunity to learn expected content.
- stresses rewards rather than punishment.
- is committed to mastery of subject matter; insists that each student succeed before moving on to the next unit.
- has high expectations for teachers as well as for students.
- encourages and facilitates visits of teachers to other teachers' classrooms to observe techniques and amount of time on task.
- maintains consistency among teachers in treatment of students.
- conducts a yearly self-evaluation, involving all the staff, to find areas of strength and weaknesses.

3. Research Findings: Principles that Improve Basic Skill Achievement

1. Teachers hold high expectations for students.
2. Student progress is carefully monitored.
3. The classroom climate is business-like, with teacher-directed student activity and achievement orientation.
4. Materials used are at the appropriate level of difficulty--neither too hard or too easy.
5. There is greater reliance on praise than criticism.
6. Good planning and classroom management assure adequate time-on-task.
7. Students have the opportunity to learn expected content.
8. Someone gives leadership to reading and mathematics instruction.

All should receive equal emphasis.

APPENDIX B

READING COMPETENCIES

(Reading Competencies - Studying Competencies taken from pamphlet printed by Project Equality, The College Board, 888 Seventh Ave., New York, NY 10106, 1981)

- The ability to identify and comprehend the main and subordinate ideas in a written work and to summarize the ideas in one's own words.
- The ability to recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret a writer's meaning inferentially as well as literally.
- The ability to separate one's personal opinions and assumptions from a writer's.
- The ability to vary one's reading speed and method (survey, skim, review, question, and master) according to the type of material and one's purpose for reading.
- The ability to use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, bibliography.
- The ability to define unfamiliar words by decoding, using contextual clues, or by using a dictionary.

WRITING COMPETENCIES

- The ability to conceive ideas about a topic for the purpose of writing.
- The ability to organize, select, and relate ideas and to outline and develop them in coherent paragraphs.
- The ability to write Standard English sentences with correct:
  - -sentence structure
  - -verb forms
  - -punctuation, capitalization, possessives, plural forms, and other matters of mechanics
  - -word choice and spelling.
- The ability to vary one's writing style, including vocabulary and sentence structure, for different readers and purposes.
- The ability to improve one's own writing by restructuring, correcting errors, and rewriting.
- The ability to gather information from primary and secondary sources; to write a report using this research; to quote, paraphrase, and summarize accurately; and to cite sources properly.

SPEAKING AND LISTENING COMPETENCIES

- The ability to engage critically and constructively in the exchange of ideas, particularly during class discussions and conferences with instructors.
- The ability to answer and ask questions coherently and concisely, and to follow spoken instructions.
- The ability to identify and comprehend the main and subordinate ideas in lectures and discussions, and to report accurately what others have said.
- The ability to conceive and develop ideas about a topic for the purpose of speaking to a group; to choose and organize related ideas; to present them clearly in Standard English; and to evaluate similar presentations by others.
- The ability to vary one's use of spoken language to suit different situations.

MATHEMATICAL COMPETENCIES

- The ability to perform, with reasonable accuracy, the computations of addition, subtraction, multiplication, and division using natural numbers, fractions, decimals, and integers.
- The ability to make and use measurements in both traditional and metric units.
- The ability to use effectively the mathematics of:
  - -integers, fractions, and decimals
  - -ratios, proportions, and percentages
  - -roots and powers
  - -algebra
  - -geometry.
- The ability to make estimates and approximations, and to judge the reasonableness of a result.
- The ability to formulate and solve a problem in mathematical terms.
- The ability to select and use appropriate approaches and tools in solving problems (mental computation, trial and error, paper-and-pencil techniques, calculator, and computer).
- The ability to use elementary concepts of probability and statistics.

REASONING COMPETENCIES

- The ability to identify and formulate problems, as well as the ability to propose and evaluate ways to solve them.
- The ability to recognize and use inductive and deductive reasoning, and to recognize fallacies in reasoning.
- The ability to draw reasonable conclusions from information found in various sources, whether written, spoken, tabular, or graphic, and to defend one's conclusions rationally.
- The ability to comprehend, develop, and use concepts and generalizations.
- The ability to distinguish between fact and opinion.

STUDYING COMPETENCIES

This set of abilities is different in kind from those which precede it. They are set forth here because they constitute the key abilities in learning how to learn. Successful study skills are necessary for acquiring the other five competencies as well as for achieving the desired outcomes. Students are unlikely to be efficient in any part of their work without them.

One further difference must be expressed: activities related to acquiring the basic studying competencies will fail unless students bear in mind the role of their attitude in the learning process. That attitude should encompass a sense of personal responsibility for one's own progress, a desire to make full use of the teacher as a resource, and a willingness to conduct themselves in ways that make learning possible for their classmates as well as themselves.

- The ability to set study goals and priorities consistent with stated course objectives and one's own progress, to establish surroundings and habits conducive to learning independently or with others, and to follow a schedule that accounts for both short-and-long-term projects.
- The ability to locate and use resources external to the classroom (for example, libraries, computers, interviews, and direct observation), and to incorporate knowledge from such sources into the learning process.
- The ability to develop and use general and specialized vocabularies, and to use them for reading, writing, speaking, listening, computing, and studying.
- The ability to understand and to follow customary instructions for academic work in order to recall, comprehend, analyze, summarize, and report the main ideas from reading, lectures, and other academic experiences; and to synthesize knowledge and apply it to new situations.
- The ability to prepare for various types of examinations and to devise strategies for pacing, attempting or omitting questions, thinking, writing, and editing according to the type of examination; to satisfy other assessments of learning in meeting course objectives such as laboratory performance, class participation, simulation, and students' evaluations.
- The ability to accept constructive criticism and learn from it.

APPENDIX C

Revised Graduation Requirements Effective with Graduating Class of 1981

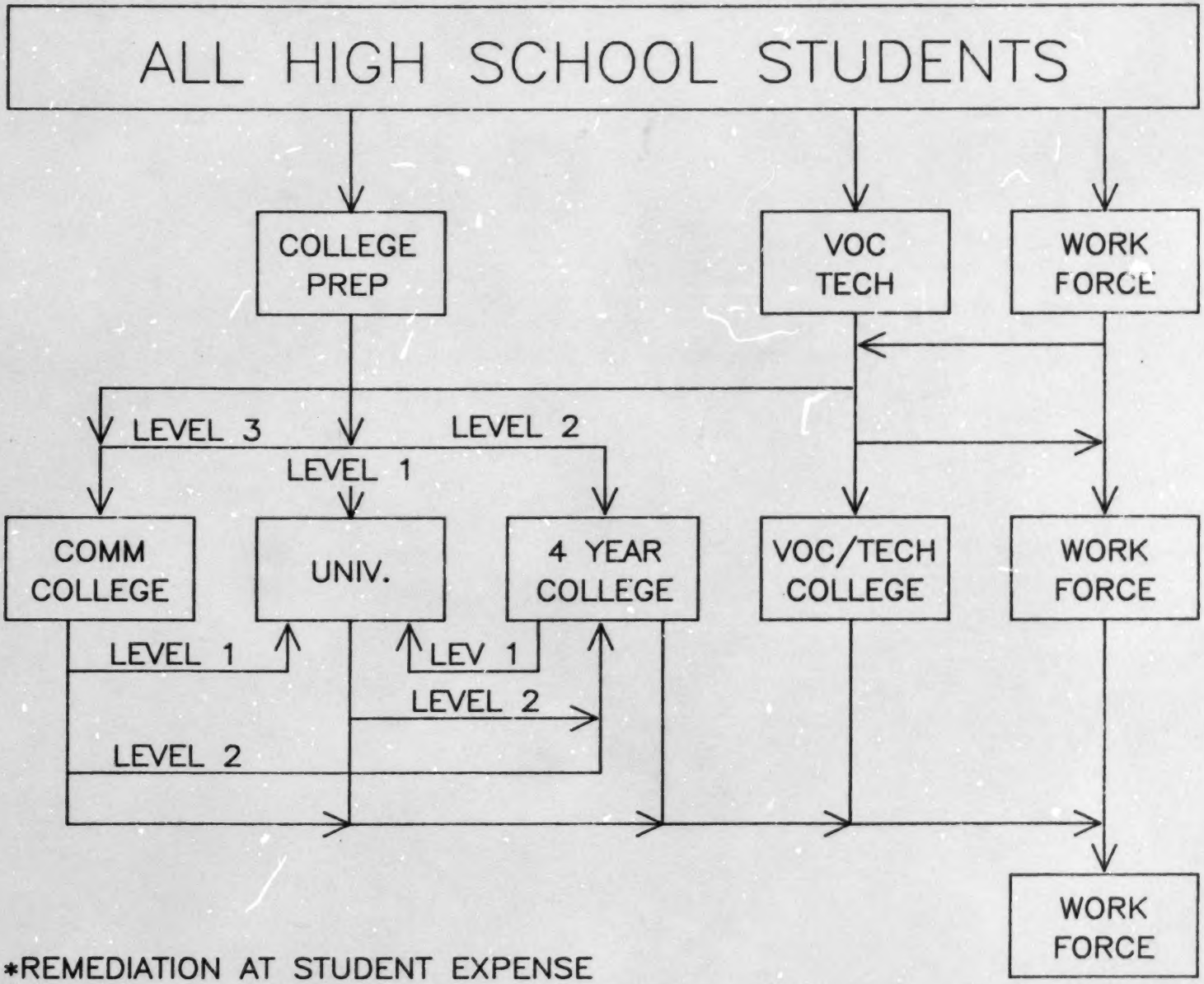
Note: All changes shown must be incorporated as course offerings in Idaho high schools by fall 1978. The minimum graduation requirements for accredited Idaho high schools shall be as follows: (Changes are underlined)

Four-year High Schools and Grades 9-12 of Six-year High Schools

Subject	Units		Semester Credits
English	3 1/2		7
(Required: 1 semester credit composition taken in last two years of high school. One semester of speech is required to be included in the English course. A class in debate may be substituted for the class requirement in speech.)			
Consumer Economics	1/2		1
Science* (1 must be a lab science)	2		4
Mathematics	1		2
Physical Education (not athletics)	1		2
U.S. History (grade 11)	1		2
U.S. Government (grade 12)	1/2		1
Health** (required grades 9-12)	1/2		1
Electives	8	or	16
	8 1/2	or	17
Total	18		36

* - Successful completion of 2 units (4 sem. credits) of homemaking or agriculture may be substituted for the non-laboratory science. A minimum of 75 hours must be actual individual laboratory experiences or field work (not field trips).

**- Health is required for high school graduation only for students who have not successfully completed a one-semester course in health in the seventh or eighth grade.



*REMEDIATION AT STUDENT EXPENSE

APPENDIX D

AFTER GRADUATION FLOW CHART

(Example of a possible implementation for handling re-entry and admission to higher education.)

All high school students are preparing themselves for one of three objectives:

1. Go on to a college of their choice. This might be a four-year college or a community college for the first two years with the intent of transferring to a four-year institution.

2. Vocational technical career which may entail a vocational technical college program or may place them directly into the work force for on-the-job training in their chosen field.

3. Enter the work force.

It is essential that all students have the opportunity to pursue the path of their choice, that they be prepared to succeed in their chosen path, and that they have the opportunity to change direction in the event they choose to do so.

Being properly prepared to compete in the career path they choose is of paramount concern. High school requirements must be set such that a student will have a reasonable chance of being successful.

With this in mind, it may be beneficial to develop differential criteria for admission to our various institutes of higher education. This could, also, provide more productivity from a faculty point of view in that students of approximately the same proven academic capability would be grouped at the institutions. As an example, let's assume three levels of academic accomplishments.

Level 1: High school GPA 3.0 or greater. Upper one-third in Scholastic Aptitude Test and/or American college tests.

Successful completion of college preparatory curriculum (i.e.):

English	8 credits
Mathematics	6 credits
Science	6 credits
Social Studies	6 credits
Humanities	2 credits
Foreign Language	6 credits

Level 2: High school GPA 2.0 or greater. Upper one-half in Scholastic Aptitude Tests and/or American college tests. Successful completion of college preparatory curriculum (as above).

Level 3: No GPA requirement. Passing Scholastic Aptitude Test and/or American college test.

With this criteria, Level 1 would admit the student to all of our institutions of higher learning. Level 2 would admit students to four-year and community colleges, and Level 3 would admit students to community colleges only. As a student progresses through the respective school, he/she could transfer to a higher level upon bringing his/her academic standing up accordingly. Likewise, if their academic standing diminished over a sustained period, they would transfer to a lower level institution.

Remediation to overcome all academic deficiencies would be available at all institutions. However, the student fees for those classes would be structured so as to be totally self-funding.

APPENDIX E

National Survey

Next fall the University of Utah will require all freshmen at the University to have four years of English, with emphasis on writing. Algebra for one year will be required by the fall of 1985. Students are urged to take English (4 years), mathematics (2 years), sciences (3 years), social sciences (4 years), foreign language (3 years), and fine arts (2 years). Rationale: nearly one-third of the freshman class is placed on academic probation during the first year of the University. (4)

California State University approved requiring four years of English and two years of mathematics as entrance requirements, effective fall 1984. Warning letters have been sent to parents of all eighth-grade students declaring the expectancy of an English class every semester and recommending a mathematics class every semester. The new admissions' recommendations will demand 30 credits of college-track subjects. (4)

New Mexico University, beginning in 1983, will require English (8 credits), mathematics (6 credits), science (4 credits), social science (4 credits), foreign language (4 credits). An average GPA of 2.0 or better will be required. (4)

The University of Oregon and Oregon State University will require a GPA of 2.75 as of fall, 1982. (4)

Florida State University next fall will demand a GPA of 2.5 (now 2.0) and a combined score of 950 (now 800) on the combined math and English Scholastic Aptitude Tests. (2)

Ohio State University will require four years of English, three years of math, science, and social studies, plus a foreign language. Forty-two percent of the 1981-82 freshmen were required to take at least one remedial course in English or mathematics. (2)

University of Wyoming has raised the minimum GPA to 2.5. The University is examining further admissions' requirements. (4)

Western Washington University strongly recommends a pre-college curriculum of English (4 years), mathematics (3 years), science (2 years), social science (2 years), foreign language (2 years), and academic electives (3 years). (4)

23 million Americans--1 in 5 adults--lack the reading and writing skills needed to handle the minimal demands of daily living. Thirteen percent of high school graduates have reading and writing skills of sixth graders. About two-thirds of colleges and universities in the U.S. are forced to provide remedial reading and writing courses for students. (1)

Source: 1. U.S. News and World Report, May 17, 1982
2. Time, January 11, 1982
3. Christian Science Monitor, May 19, 1982
4. WICHE (Western Interstate Commission for Higher Education) Report, March, 1982

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or handicap, in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973).

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Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry L. Evans, State Superintendent of Public Instruction, Len B. Jordan Office Building, Boise, Idaho, 83720, (208) 334-3301, or to the Director of Office for Civil Rights, Department of Education, Washington, D.C.